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ABSTRACT

In Chicago and suburban schools there are many teachers who have not had an opportunity to take part in either induction or orientation programs during their first year of teaching. Exposed to proper and adequate induction programs, beginning teachers may demonstrate higher performance and skill in classroom management, instruction, discipline, human relations, and leadership. A review of the literature emphasizes the value and importance of on-site inservice programs. This study was conducted to provide insights into how experienced teachers perceive beginning teacher induction programs. A questionnaire (copy included) administered to 40 teachers reveals that most schools in the Chicago metropolitan area do not provide comprehensive orientation programs for beginning teachers. A majority of the sample favor induction programs for novices, prefer involvement of entire school staffs in conducting needs assessments and developing and implementing programs, would seek collaborative assistance from colleges and universities, and think that induction programs improve interpersonal communication among staff. It is recommended that more comprehensive induction programs be implemented in and around Chicago. (Contains 11 references.) (LL)

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CHICAGO AND SUBURBAN TEACHERS' EVALUATION OF ON-SITE BASED IN-SERVICE AND ORIENTATION AND THEIR EFFECTS ON THE PERFORMANCE OF NOVICE TEACHERS.

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In Chicago and suburban schools there are many teachers who have not had an opportunity to take part in any induction/orientation program during their very first year of teaching. Such teachers often find themselves fixed in problems which they might have evaded had they been well guided and orientated through school in-service and orientation programs.

Castetter (1986) defines induction (orientation) as a

> systematic organizational effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the school and at the same time realize personal and professional satisfaction.

It is, therefore, imperative that administrators at the building level should initiate orientation programs for the newly recruited personnel.

In schools where orientation programs for novice teachers are provided, they tend to be disorganized, unstructured, and hastily done without direction and sense of purpose purported to serve (Wood and Thompson, 1980).

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Exposed to proper and adequate induction programs, beginning teachers may demonstrate higher performance in their tasks. These programs need to be well organized and structured to cover a wide range of skills in classroom management, instruction, handling of pupils records, discipline problems, human relations, and leadership.

Consequently, additional research with improved designs is needed to supplement the existing programs for orientation of novice teachers. The current study would not only add to the state of repertoire in this area, but fill a much needed information gap on the alien teaching milieu that tends to pose challenge to novice teachers on entering the profession. It is hoped that the findings will provide insight into the way orientation programs for beginning teachers ought to be designed. The results of the present study will be of value to school superintendents, school administrators, supervisors, and teachers.

The notion of in-service education may be as old as education itself but, it was not until the recent wave of educational reform in American education that in-service education was seen otherwise and received great attention. Pioneers of educational reform have emphasized the value and importance of on-site based in-service programs aimed at orientating and re-orientating the teachers.

In-service education is to be conceived as an undertaking by educational (instructional) leaders to provide opportunities for professional growth to the teachers.

One of the most debated issues in education involves the problems that novice teachers come across during their very first months in the profession. It has often been said that in schools where induction/orientation programs are provided, teachers' needs and interests are not the issues addressed. This leads to frustration, isolation, and boredom to the newly recruited teachers. Above all this is the contributing factor to the great exodus from the profession by the novice teachers.

It is in recognition of this dilemma in the teaching profession that comprehensive and well-grounded in-service education programs for novice teachers, in particular, are a dire need. These programs should help address problems ranging from classroom management, planning of lessons and instructional materials, human relations skills, and laws and regulations governing the teaching profession. Though in-service education programs for newly recruited teachers to the profession are often inept if not non-existent, a synthesis of research on this subject is provided in the paragraphs to follow.

Realizing the plight of teachers in the profession, that is, veteran as well as novice teachers alike, Harris (1991) concludes that novice teachers often face personal and professional stresses during their first year of teaching because of lack of experience, support , and guidance. Harris further points out that in response to these problems, Wayne State

College, two Nebraska Educational Service Unit and 37 local school districts in Northeast Nebraska entered into a partnership designed expressly to be an effective induction program for a rural region. The partnership program, named the Northeast Nebraska Master Teacher Partnership (NNMTP), relies heavily on master teachers, or mentors, in providing guidance and assistance for beginning teachers. Development and implementation has gone through seven major stages, including a college-based summer training program for administrators and master teachers. The master teachers in the program were chosen for their excellent teaching, educational background, professional activity, and desire to work with beginning teachers. Preliminary assessment of the program was performed through a survey of beginning teachers, mentors and administrators. Results indicate that the program has been beneficial to beginning teachers and has yielded improved classroom instruction.

Guerrero and Mason (1989) noted that new teachers are capable of yielding desired ends in teaching if they are exposed to adequate orientation programs. The authors discuss the New York Staff Development program that was designed to introduce new teachers to New York City system. Training models were based on the latest research and currently used nationwide staff development programs, focusing on subject areas as well as levels of learning ability. The specific goals of the program were to help new teachers develop and improve skills in the following areas: (1) understanding the basics of lesson development and presentation; (2) using curriculum materials to guide lesson

planning; (3) organizing and managing the classroom; (4) learning attendance procedures, record keeping, and Board of Education policies; (5) gaining an awareness of students with special needs and knowing how to meet these needs; (6) establishing relationships with parents, and (7) feeling comfortable in the role of teachers, and feeling part of the profession and of the New York City school system.

Greabell and Phillips (1988) conducted a study that evaluated the effectiveness of Mathematics in-service training for elementary teachers delivered in the long-term institute format. The goal of the institute was to improve teachers' ability to provide meaningful, effective mathematics instruction to elementary school children. Specifically the investigators sought answers to the following: (1) To what extent did teachers master the mathematical content presented in the 12-day institute, and (2) To what extent did teaching behaviors change as a result of improved mathematical knowledge? The 18 participants were elementary school teachers in a rural county in West Central Florida. The program was delivered in twelve 5-hour sessions at the conclusion of the school year. The evidence gathered from post-institute analysis indicated that the teachers significantly improved their understanding of mathematical content, and appeared to have integrated this newly acquired knowledge into their everyday teaching behaviors.

Phelps and Wright (1986) devised a staff development strategy for rural teachers. A mediated peer coaching program

implemented in rural Middle Tennessee in 1984-85 was designed to improve classroom instruction within the constraints imposed by poor, rural schools. Participants were 35 teachers in 9 rural schools, each assigned to a peer coaching team consisting of teachers in the same school but with different grades and/or subject assignments and different levels of experience. Participants met monthly with the project director to discuss some aspects of effective schools research and practice using the Effective Teaching Checklist developed by Tennessee Technological University. Peer team members observed each other teaching, ranked specified teaching behaviors, reviewed observation results, and developed personal instructional improvement goals based on the observations. Participants used the Effective Teaching Checklist to evaluate video-tapes of their lessons recorded at the beginning and end of the school year. Analysis of the data showed significant differences in eight of twelve categories evaluated: selection of methods, selection of materials, instruction, questioning, motivation, classroom management, providing practice, and evaluation and feedback. Mediated peer coaching was effective in changing overall teaching behaviors and was a cost-effective method of providing in-class feedback and support for rural teachers.

To some researchers, however, in-service education and orientation programs aimed at attaining optimum novice teachers input in teaching, have achieved no significant success but have tended to increase frustration and dissatisfaction in relation to the profession.

Harris (1991) contends that many of the induction programs have provided nothing more than an orientation to the building and the bureaucratic structure of the school system. He further points out that principals have been the primary source of induction through the opening workshops for new teachers. This form of induction has largely centered on health insurance, responsibilities for monitoring student conduct, ordering materials, and other logical necessities. Little has been done with providing a means for the improvement of instruction. There has also been the problem with the principal ultimately being an evaluator as well as a supervisor. Assistance from the principal in instructional matters has always contained the threat of weaknesses being noted in the final evaluation.

A study conducted by Keedy and Thompson (1988) noted that much has to be done for induction programs to be effective in addressing the novice teachers problems. The authors describe a case study evaluation of the first year of an in-service staff development program in Galax City Schools, Virginia. The program was designed to teach teachers to deliver subject matter associated with "The Teaching of Thinking Skills Program". The program had two components and two teacher trainer consultants: one for "Writing to Learn" and the other for "Reading to Learn". The purpose of the study was to assess teacher attitudes toward the program and program effectiveness. The data collection instruments consisted of an attitude questionnaire, observations of training sessions; and interviews with teachers, consultants and administrators. The evaluation concluded that teachers felt

the program to be worthwhile, but that the quality of training sessions required instructional delivery improvement. These improvements included decreasing day-long in-service presentations, diversifying instructional materials, providing subject matter thematic unit, reducing class size, and having more enthusiastic teacher trainers.

Wood and Thompson (1980) concluded that disjointed workshops and courses focus on information dissemination rather than stressing the use of information or appropriate practice in the classroom. Seldom are these programs part of a comprehensive plan to achieve goals set by the school staff. The authors attribute the following reasons to the problems of in-service education and orientation programs: (1) The negative attitudes held by educators toward in-service education. The most common defects are poor planning and organization; (2) The view of teachers held consciously or unconsciously by many administrators. Those administrators that are responsible for in-service appear to be theory administrators. They view teachers as disliking in-service training and trying to avoid involvement in professional growth.

Paulissen et.al. (1985) in their two case studies of the beginning teachers in State mandated induction programs, brought to light other contributing factors to the dilemma of novice teachers. This study investigated 2 state-mandated beginning teacher programs and examined the translation of state policy by 4 school districts, 13 individual schools, and 32 classrooms. From the case histories of 16 teams, 2 case histories were

selected for further study. One case illustrated how institutional factors influenced team interactions in a positive way, while the other case pointed out negative influences. Data were collected from: (1) individual journals kept by the beginning teacher, the peer teacher, the building level administrator, and other educational personnel; (2) interviews with each of the team members; (3) five 1-hour classroom observations of each beginning teacher and two 1-hour observations of each peer teacher; (4) a demographic questionnaire detailing background and experience of each team member; and (5) a performance evaluation by the beginning teacher of the team effectiveness. Results indicated that the presence or absence of certain institutional factors (e.g. policy, in-service, lesson plan requirements) either facilitate or hinder entry into teaching and affect perception of success in the first year of teaching.

Due to educational tendency of borrowing concepts, practices and trends from business management, Wright (1981) draws a parallel between education and business management. Wright argues that in education, as in business, management is concerned with three production factors: human resources, finances, and technology. Differences between the educational and business spheres become apparent when a comparison is made of the installation of a new piece of engineering equipment with the orientation of a new teacher. If as much care was taken by school administrators in preparing the way for their new employees as industry takes with its equally valuable machinery, less

turnover and fewer cases of teacher burnout would result. The same kinds of management skills are needed by managers in business and managers in education for dealing with such problems as a dissatisfied public, job requirements, performance appraisals, feedback to employees, motivation, and individual development needs. Wright concludes that in-service programs to train employees are carefully monitored in businesses, and most effective when performed by an in-house team that can treat specific personnel needs when properly done, the retraining or updating of teachers' skills can have a positive impact on the future of teacher education.

Weller (1982) cites a survey conducted by professors with the University of Georgia Teacher Assessment Project which identified 14 generic competencies comprising three categories: teaching plans and materials, classroom procedures, and interpersonal skills. These competencies formed the Teacher Performance Assessment Instrument (TPAI) used in a triad teacher evaluation, conducted a certified data collector, a building principal, and a peer teacher selected by the teacher being assessed. A personalized synergistic approach to staff development at the level was developed using the TPAI findings to increase latent teacher competencies. The program was a collaborative effort involving beginning teachers, exemplary teachers selected by the school district as resource persons, and university instructors. After skill needs were identified, instruction was given through small and large group discussion, demonstrations, tutorial exercises, role playing , classroom

visits, and resource materials. The resource teachers acted as role models and assisted in classroom observations as well as in the preparation of teaching materials. The 23 teachers who participated in the Winter 1981 program, successfully demonstrated competency in all areas during the final observation. Weller concludes that a need exists for a comprehensive in-service teacher education delivery system which: (1) is sequential; (2) is based on identified teacher needs through classroom observations and analysis of unit and daily lesson plan, and (3) promotes professional growth and facilitates the achievement of program goals.

Boccia (1989) cites the efforts of the University of Lowell, Massachusetts, in developing a support program for its recent graduates, whereby it surveyed those who had completed the teacher certification program since 1985. Focus was on determining: (1) instructional concerns of beginning teachers; (2) their non-instructional concerns; (3) what help they wanted; (4) nature and extent of orientation given beginning teachers; and (5) support available on the job. An attempt was made to relate the findings to respondents' characteristics. The 197-item survey questionnaire was sent to 71 secondary certification graduates. Completed questionnaire were returned by 32 of the original sample. Most respondents were first- and second-year teachers who taught primarily in Massachusetts and New Hampshire public high schools or junior high/middle schools. The range of professional concerns of these recent graduates was diverse but generally consistent with the findings of other studies,

although respondents had many moderate to high classroom concerns. Respondents who were concerned about understanding the contextual norms for their schools and communities. Beginning teachers reported success in many of the same areas in which they reported concerns, an indication of commitment to continued professional growth. Respondents were interested in professional assistance targeted toward them.

Literature on research relating to in-service education and orientation for novice teachers seemed adequate. The literature reviewed for this study seems to suggest that on site-based in-service education and orientation for novice teachers enhance their optimum performance and also, that frustration and dissatisfaction posed by alien challenges to the new teacher are alleviated.

However, literature also seems to suggest that not in all instances do in-service education and orientation address adequately the problems that confront the novice and inexperienced teachers.

Most research demonstrate the fact that in-service education and orientation programs for new teachers in the profession are indispensable if teaching is to be meaningful to the client (learner). Above all, in-service education and orientation programs may help curb the great exodus of novice teachers from the profession. .Therefore, there is a need to determine the evaluation of inservice meetings and orientaion for novice teachers.

The population for this study included 40 teachers of the public and non-public Chicago and suburban schools. The sample was administered the questionnaire during evening class sessions at Chicago State University.

Findings of the Study

Using the chi square, the questionnaire administered to the sample of elementary and secondary school teachers from Chicago and suburban schools was analyzed. Table I summarizes the statistical analysis.

TABLE I

RESPONSES TO NOVICE TEACHERS ORIENTATION QUESTIONNAIRE

A. YES B. NO

N = 40

	A	B
1. Is your school presently offering orientation for beginning teachers?	35.5%	62.5%
2. Do orientation programs at your school look at the improvement of beginning teachers skills in		
--- Classroom management	35%	65%
--- Lesson planning	40%	60%
--- Methods of teaching	37.5%	62.5%
--- Human relations and	30%	70%*
--- Disciplinary problem issues?	35%	65%
3. Does orientation for beginning teachers at your school look at school rules and policies?	35%	65%

4. Does orientation alleviate beginning teachers frustration, sense of alienation, and dissatisfaction with the profession?	30%	70%*
5. Is orientation for beginning teachers at your school well planned, evaluated, and an on-going process?	25%	75%*
6. Should school in-service and orientation be provided for beginning teachers as well as experienced and veteran teachers?	87.5%*	12.5%
7. Does school in-service and orientation lead to the development and improvement of communication among staff members?	75%*	25%
8. Does your school have a high turnover of beginning teachers?	15%	85%*
9. Does your school have a high transfer rate rate of beginning teachers?	7.5%	92.5%*
10. Do school administrators as well as teachers fully support school in-service and orientation for beginning teachers?	37.5%	62.5%
11. Does your school district have a stringent		

screening process for hiring teachers? Describe the process:.....	30%	70%*
12. Should the entire staff in a school be involved in conducting the needs assessment for school in-service and orientation as well as its development and implementation?	90%*	10%
13. Should school in-service and orientation entirely be the responsibility of a school in a given school district?	55%	45%
14. Should school in-service and orientation programs be enriched by deploying teaching personnel from Colleges and Universities?	77.5%*	22.5%
15. Do orientation programs for beginning at your school cover any aspects other than those mentioned in this questionnaire? List the aspects:.....	15%	85%*

* Significant at the .05 level of confidence.

Demographic data showed 73% and 27% were elementary and secondary teachers, respectively; 88% and 12% were public Chicago and public suburban, respectively; 15% had 1-5 years of teaching experience, while 20% had 6-10 years, and 65% had 11+ years; 23% and 77% were male and female teachers, respectively.

The responses to whether or not schools should provide orientation show the majority (87.5%) favored school in-service and orientation for beginning teachers as well as experienced and veteran teachers. However, 37.5% respondents worked in schools that did not offer orientation for novice teachers. In regards to annual turnover and transfer rate of beginning teachers, responses were 15% and 7.5%, respectively.

On areas (topics) covered by orientation programs, the majority saw no significant improvement of beginning teachers' skills. In regards to improvement of skills in classroom management and handling of disciplinary problems, the responses were 15%, in both cases. On improvement in lesson planning and methods of teaching, the responses were 40% and 37.5%, respectively. Only 35% of the respondents felt that orientation programs focus on school rules and policies. While 30% indicated that orientation improves human relation skills for beginning teachers.

Concerning planning and implementation of orientation programs, the majority (90%) favored orientation that involves the entire staff of a school in conducting the needs assessment, development, and implementation of programs. Also, 75.5% saw a need for orientation programs to be enriched by soliciting

collaborative assistance from colleges and universities. However, 25% showed that orientation programs for novice teachers are well planned, evaluated, and on-going process. Also, 37.5% indicated that school administrators as well as teachers fully support orientation for beginning teachers.

On social and psychological impact on teachers, 75% indicated that orientation leads to development and improvement of interpersonal communication among staff members. However, 30% showed that orientation alleviates frustration of novice teachers, sense of alienation, and dissatisfaction with the profession.

On cooperative involvement of school districts and individual schools in providing orientation for novice teachers, 55% showed that orientation should entirely be the responsibility of an individual school. Also, 30% indicated that their school districts have stringent screening processes for hiring teachers.

Open-ended comments showed that most schools do not provide comprehensive orientation programs for beginning teachers. If provided, it tends to be unstructured, fragmented, and limited to mere familiarization with classroom arrangement within the building.

Overall, the data lead to the acceptance of the null hypothesis and the rejection of the research hypothesis; teachers will not have significantly positive evaluation of on-site based in-service and orientation programs, and their effects on the teaching performance of novice teachers.

The findings of this study suggest that school in-service

and orientation for novice teachers receive little and insignificant attention in Chicago and suburban schools system.

It is recommended that more extensive and comprehensive programs for novice teachers orientation should be designed and implemented.

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